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ABSTRACT

The role of English in Nigeria, the de facto official language of government and administration, is discussed. The motivation for learning English remains high because it is recognized as prompting modernization and leading to white collar employment, higher social status, scholarships, and higher education. It is reported that the disappearance of British teachers and a shortage of competent Nigerian English teachers has adversely affected the general level of English proficiency in Nigeria and has become a matter of national concern. The role of English at all levels within the education system of Nigeria is given particular attention. The difficulty of providing uniform English instruction throughout the country, English as the medium of instruction, and the strengths and weaknesses of English teaching in Nigeria are discussed. Textbooks are recommended for different levels of education, and a description is provided of the development and planning of the education system. British Council support for the teaching of English in Nigeria is highlighted. A list of acronyms and a list of universities and colleges of education in Nigeria are appended. (VWL)

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English Teaching Profile
Nigeria
January 1988

1 Role and status of English

English is the de facto official language of government and administration in Nigeria, and for the foreseeable future will remain the language of government, business and commerce, except perhaps in the north (see below). It is the predominant language of literature and the mass media: most of Nigeria's 'serious' writers choose to write in English, and all newspapers claiming a nation-wide circulation are in English. English is the language of some lower primary education, most upper primary, all secondary, and all tertiary education. Many radio broadcasts are in English, as are most of the commercial television services: commercial radio tends to be in one of the major local languages. The Federal Radio Corporation of Nigeria's external service, 'Voice of Nigeria', broadcasts in English for many of its programmes, and English is regarded generally as the main language of external communication.

There are a number of reasons for the continuing pre-eminence of English in Nigeria. For one English is a 'neutral' common language for the nineteen states of the Federation and its use implies no political advantage to any single ethnic group. There are, moreover, vested interests in maintaining English as the official language, such as the 'educated élite', which would regard the adoption of any other language as a threat to its own position (English is used on semi-formal and formal occasions by the élite). Secondly, English provides a language of national communication between the many disparate language groups (it is estimated that 400 languages are spoken in Nigeria).

English is, however, associated with colonialism and foreign influence. Efforts have been made to promote Nigerian languages, especially the three major languages, Hausa, Yoruba and Igbo. The National Policy on Education (NPE, revised in 1981) stated the Government view that in the interests of national unity each child should be encouraged to learn another of the three major languages besides his own mother-tongue.

In the north of Nigeria, Hausa has been an effective lingua franca for many generations. Tradition, and the numbers who can speak it will ensure that it will retain, if not increase, its present status. Since 1976, English has given way to Hausa as the medium of instruction during the first three years of primary school in this area. In Kano state nearly all local government activities are conducted in Hausa. Some have argued that Hausa should replace English as the 'national' language, on the grounds that it is the most widely spoken and understood Nigerian language.

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It is possible that more people speak pidgin English than English. Pidgin English is spoken mostly in the coastal areas, especially in cities and towns. In many secondary schools in the south, pidgin English is the commonest language used outside the classroom. Its importance is recognized by the many commercial firms who advertise on the commercial radio in pidgin. Newspaper advertisements, too, are sometimes in pidgin English and there are pidgin comic strips and cartoons.

The motivation for learning English remains high. It is recognized that English promotes modernization and is a route to white collar employment, higher social status, scholarships, university education and the professions.

It is impossible to tell precisely how many people in Nigeria speak English competently. Educational attainment offers no reliable guide to English language proficiency. The huge expansion of the primary and secondary school systems between 1976, when universal primary education (UPE) was introduced, and the present, has brought about a qualitative decline in attainment in English (as well as in other school subjects). The disappearance of British teachers and the shortage of competent Nigerian teachers of English, makes the English of secondary school leavers increasingly divergent from internationally acceptable varieties of the language. This now affects, adversely, the general level of proficiency in English among students in tertiary institutions, and has become a matter of national concern.

2 English within the education system

The position in Nigeria is complicated by variations among the nineteen states, and indeed within states. Only a few states are linguistically homogeneous: for example, Kano (Hausa), Anambra and Imo (Igbo), and Ogun, Ondo and Oyo (Yoruba). In other states, for example, Bendel, Benue, Kwara, Plateau and Rivers, the diversity of language is bewildering.

Language use in schools is thus unstable in the sense that most children are taught unsystematically in both their mother tongues (or a Nigerian language of wider communication), and in English. Nigerian children have typically completed their primary schooling without having attained a functional command of any language for vocational or further instructional purposes.

Primary level

Most Nigerian children are exposed to extremely poor English at the start of their schooling. Many students leave primary school still illiterate, and unable to speak, read or write English. The 1966 Jacobs Report traced most of Nigeria's educational problems to the primary school, and the introduction of UPE in 1976 has reinforced these findings: it is recognized that enormous demands are made on inadequate resources, including teaching personnel.

The introduction of English as a subject in the early years of schooling (now from year 1) followed by its use as a medium of instruction shortly thereafter (now from year 4) has placed demands on primary teachers which they are not equipped to handle. (Primary school teachers usually have had only a 'vocational' secondary education, in a grade II teacher's college, after failing to obtain admission to an 'academic' secondary school.)

It is therefore difficult to give a simple answer to the question of when English, in fact, become the medium of instruction in primary schools in Nigeria. In some states, English has been, until recently, the official medium from year 1 of primary school. In other states the official state policy has been to use English as the medium of instruction from year 3. In practice, in

a great many schools, English has not become the medium of instruction until year 5 or even year 6. What does seem to have been fairly constant is that English has been taught as a subject from year 1. It should be added that in élite primary schools, (private schools, university staff schools, army schools, etc.) English has been used as the medium of instruction from year 1.

An attempt is now being made by the Federal Ministry of Education (FME) to introduce uniformity in English language teaching throughout Nigeria. Nigeria is in the process of moving from a 6+5(+1 or 2)+3 system (6 years primary, 5 years secondary, 1 or 2 years for the Advanced level West African School Certificate(WASC), and 3 years university) to a 6+3+3+4 system (6 years primary, 3 years junior secondary, 3 years senior secondary, 4 years university). Under the new system, which is being implemented by the nineteen state ministries of education, English will be a subject in all primary schools from year 1, and a medium of instruction from year 4. Detailed national curricula for primary school subjects have been produced by teams of subject specialists (mostly academics), brought together by the Nigerian Educational Research Council (NERC) of the FME. These curricula (which include a national curriculum for English) have been distributed by the FME to the nineteen state ministries of education, and through the efforts of the state inspectorates and educational resource centres (ERCs) are being introduced into primary schools.

In the past there has been considerable variety in the number of hours per week spent on English as a subject, because this has depended not only on the state's policy, but on the availability of teachers of English. With the present move towards uniformity, the number of periods spent on English as a subject is likely to settle to between five and seven periods a week across the country.

At the end of the primary course, students are given a primary school leaving certificate, issued by local education authorities who are responsible to the state government. Entry to secondary school is currently determined by two exams:

a) The National Common Entrance Examination (NCE) for entry to the prestigious and better-resourced federal government colleges (secondary schools), conducted by the West African Examinations Council (WAEC). Only a small minority of primary school leavers take this exam, which is highly competitive.

b) The state common entrance exam, for entry to state government secondary schools, which is conducted by each state government. (In Kaduna State, it is run by the Institute of Education, Ahmadu Bello University, for the state government). The great majority of students take this exam.

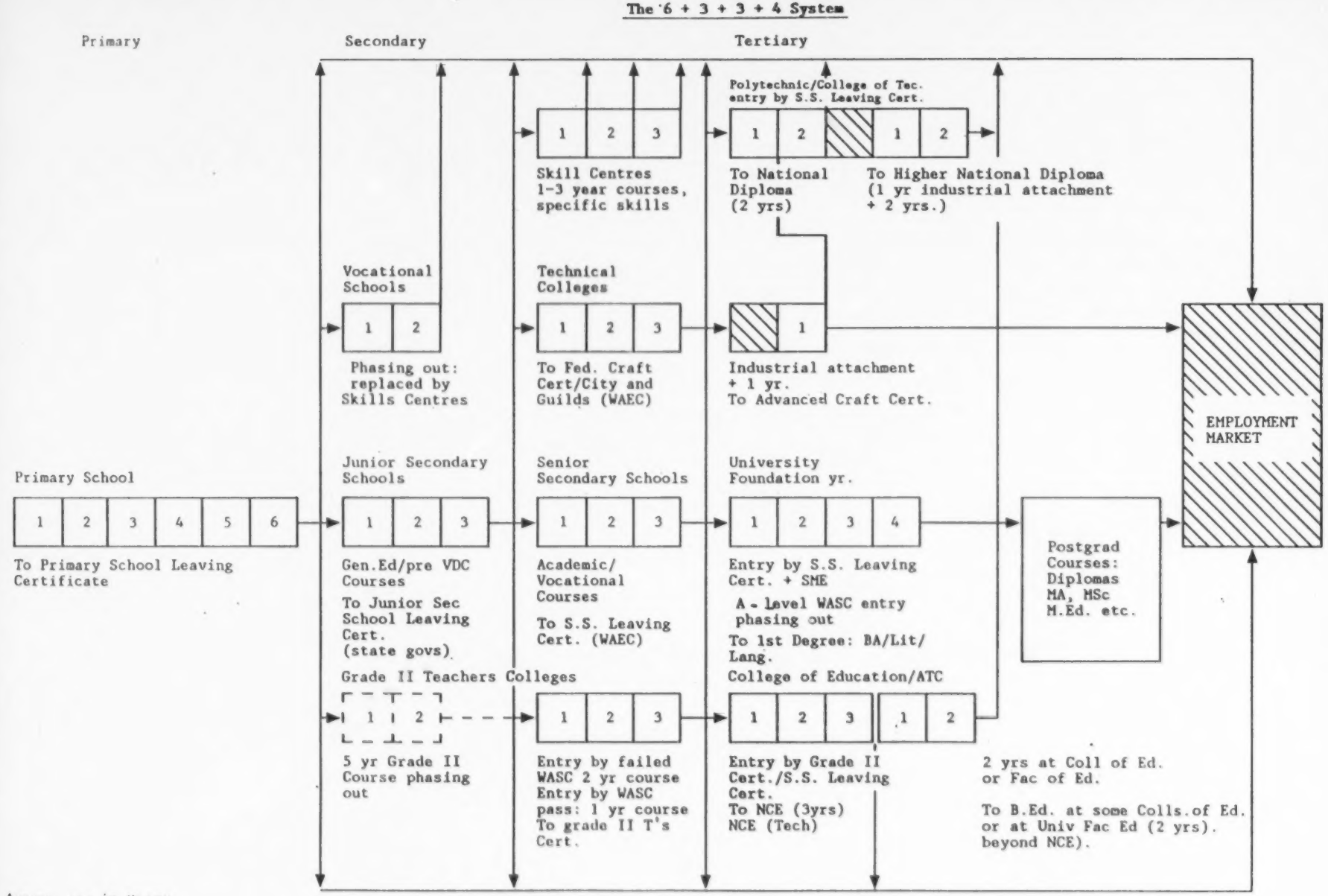
English is important for both these exams, and is the examination medium as well as an examined subject.

There are plans to introduce continuous assessment in primary schools. (See section 6.)

The NPE also says that as an interim measure the present system of NCE examination (conducted by WAEC) will be allowed to continue until the junior secondary system is properly established.

Secondary level

Nigeria is introducing a 3-year junior secondary and 3-year senior secondary system in place of a 5-year secondary system. (See section 6.)


The 6 + 3 + 3 + 4 System
Primary
Secondary
Tertiary
Polytechnic/College of Tec. entry by S.S. Leaving Cert.
1 2 3
1 2 1 2
Skill Centres 1-3 year courses, specific skills
To National Diploma (2 yrs)
To Higher National Diploma (1 yr industrial attachment + 2 yrs.)
Vocational Schools
Technical Colleges
1 2
1 2 3
1
Phasing out: replaced by Skills Centres
To Fed. Craft Cert/City and Guilds (WAEC)
Industrial attachment + 1 yr.
To Advanced Craft Cert.
EMPLOYMENT MARKET
Primary School
Junior Secondary Schools
Senior Secondary Schools
University Foundation yr.
1 2 3 4 5 6
1 2 3
1 2 3
1 2 3 4
To Primary School Leaving Certificate
Gen.Ed/pre VDC Courses
To Junior Sec School Leaving Cert. (state govs)
Academic/ Vocational Courses
To S.S. Leaving Cert. (WAEC)
Entry by S.S. Leaving Cert. + SME
A - level WASC entry phasing out
To 1st Degree: BA/Lit/ Lang.
Postgrad Courses: Diplomas MA, MSc M.Ed. etc.
Grade II Teachers Colleges
College of Education/ATC
1 2
1 2 3
1 2 3 1 2
5 yr Grade II Course phasing out
Entry by failed WASC 2 yr course
Entry by WASC pass: 1 yr course
To grade II T's Cert.
Entry by Grade II Cert./S.S. Leaving Cert.
To NCE (3yrs)
NCE (Tech)
2 yrs at Coll of Ed. or Fac of Ed.
To B.Ed. at some Colls.of Ed. or at Univ Fac Ed (2 yrs). beyond NCE).
Approx age in years
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 22/23 . . . . .

The junior secondary level:

The NPE says that the junior secondary school (JSS) will be both pre-vocational and academic. English and two Nigerian languages are among the 'core subjects'. Students will be required to study the language of their own area in addition to one of the three main Nigerian languages, Hausa, Igbo or Yoruba, subject to the availability of teachers. The medium of instruction at both junior and senior secondary (JSS) levels will continue to be English.

In junior secondary schools, about five hours a week are devoted to English language, and three hours to literature, in preparation for the new Junior Secondary School Certificate examination. This exam is the responsibility of each state ministry of education, who may call on the services of university institute of education staff and their own state inspectorate to set the papers. It is intended that the final written exam will constitute only forty per cent of the total JSS certificate mark; the other sixty per cent will come through continuous assessment. In 1986, it has not yet been decided what mark or grade will qualify a JSS leaver to enter senior secondary school, technical/vocational college, or grade II teachers' college, the three main types of institution for formal education beyond JSS level.

For the junior secondary level, a National English Curriculum was produced in 1983/84 for the FME by the Comparative Education Study and Adaptation Centre (CESAC) of the University of Lagos. This national curriculum, which covers both language and literature, though considerably more detailed than any previous attempts at a syllabus, still needs to be elaborated into schemes of work that teachers can use. Previously the textbook was the syllabus (and, in practice, still is).

In some states, the state inspectorate is producing guidelines for teachers based on CESAC's national English curriculum. ERCs have convened workshops e.g. at the ERC, Jos, where there has been a series of workshops sponsored by the Canadian University Service Overseas (CUSO), with professional inputs from the Faculty of Education, Ahmadu Bello University, Zaria.

The introduction of the 6+3+3+4 system has implications for the publishing industry; most English course book series at present available were designed for a 5-year secondary school system.

The senior secondary school

Under the 6+3+3+4 system, it is intended that the JSS leavers, depending on their JSS Certificate grades, will go either to senior secondary school, or to technical college, or to grade II teachers college to be trained as a primary school teacher - or join the employment market. The senior secondary (SS) school will have a core-curriculum intended to broaden the pupils' knowledge and outlook. Core subjects include English language, one Nigerian language, and either literature in English, or history, or geography.

At SS level, about five hours are devoted to English language, and, for those who choose it, four hours to literature. The exam to which the JSS courses lead under the new system is the Senior Secondary Leaving Exam, which will be conducted by the WAEC. Previously, O-level WASC exam syllabuses dominated secondary school teaching: teaching was for the exam, and current textbooks were designed to prepare students for it. A good pass at O-level English language was needed for entry to higher education and for university entrance a good pass was a necessary, though not a sufficient condition, since there is also a university entrance exam, the Joint Matriculation Examination (JME) of the Joint Admissions Matriculation Board (JAMB). The failure rate for the O-level WASC English language exam was very high and came to be regarded as a

national scandal by many educationalists, and by the public: hence the attempts at reorganization.

CESAC has drawn up, at the behest of the FME, an English (language) curriculum for senior secondary schools. This is intended as a national curriculum, but further refinement needs to be done to make it workable in the classroom situation. As at the junior secondary level, the textbook is still the syllabus for practical purposes. In the same year, 1985, the NERC issued a National literature in English curriculum in three parts, for years 4, 5 and 6. Like the national English language curriculum, it needs to be interpreted for teachers, a task which falls to the state ministries of education, through their inspectorates. Some state inspectorates (e.g., Kaduna State) are already providing such guidelines for teachers. (See section 5 for more details.)

Until recently, direct entry was one way to proceed to tertiary education for which A-level WASC passes in relevant subjects were required. (The other way, taken by the majority, was through good O-level WASC passes and good grades in the university entrance examination.) Courses leading to the A-level WASC exam were offered by sixth form colleges and Schools of Basic Studies. The latter were often attached to polytechnics. But 'direct entry' to universities by A-level WASC passes is being phased out and this has led to debate about the future role of institutions which used to run A-level courses. Because of the time needed to shift from the 6+5+2 (A-levels), +3 system to the 6+3+3+4 system, the NPE has said that sixth form colleges and schools of basic studies will continue in operation for at least seven years after 1981.

Textbooks at primary, junior and senior secondary levels.

In most states it is the responsibility of parents to buy the books needed by their children. State ministries of education advise teachers which books to use (with reference to the national curricula issued by the FME; teachers advise parents which books to buy, and bookshops which books to order; publishers' representatives keep in touch with school inspectors, head teachers, and bookshops, to make sure their titles are on lists of recommended books, and are stocked. The exception seems to be Kano State, where it was still the practice in 1986 for the Ministry of Education to supply books free of charge to schools, on the understanding that they will be recovered from students at the end of the academic session. In Kano State, the books purchased by the Ministry of Education are distributed to the schools by the state ERC, in which the state inspectorate is based. However, the book supply situation is bad, because of the foreign exchange shortage; the paucity of material is evident in both rural and urban schools.

Parallel to the senior secondary schools and catering for the same age group, are the technical colleges, which the federal government is anxious to develop in the interests of a more practical training. There are now over 130 of these, with an enrolment of over 70,000 students. The medium of instruction is English, and English (both language and literature) is taught as a subject for three to four hours a week as a part of 'general education'. An English syllabus/scheme of work has been drawn up by the National Board for Technical Education (NBTE) along with other subject syllabuses.

As in the junior and senior secondary schools there is a paucity of materials suitable for the less academic, more craft-oriented technical colleges.

The third main kind of secondary education is obtained through grade II teachers' colleges, the function of which is to provide teachers for primary schools. (See below **Teacher training**).

English is both the medium of instruction and a subject in grade II teachers' colleges. This sector uses the same course books as the junior and senior secondary schools. (See above **Secondary education**).

Tertiary education

The universities

There are sixteen federal universities spread over twenty campuses, and eight state universities on nine campuses. In 1984 the student enrolment was well over 100,000. The student population today is estimated to be 150,000. English is taught as a service subject in all universities, either preceding degree studies for a year (as at the Federal University of Technology, Minna), or parallel to and accompanying degree studies for the first year. It is usually taught to all undergraduates by a department/school of general studies, which offers other foundation courses. In some Universities, where there is no department of general studies, it is taught by the English department of the faculty of arts.

There is an Association of Departments of General Studies which has recommended a national syllabus/scheme of work for service English courses. But, in practice, each university has developed its own syllabi. These English courses occupy two to three hours a week, depending on degree subject area and the resources of the institution. They are usually compulsory, and are often described as being both 'remedial' and 'develòpmental'. A pass is usually required before a student can continue with degree studies.

The general studies departments suffer from a dearth of teaching materials, overcrowded classrooms, unpopular teaching hours, and untrained/unmotivated staff: often academics are drawn from the English department of the faculty of arts, or, in some universities, teachers from local secondary schools.

The following universities have English departments in faculties of arts which run courses leading to degrees in literature, language, and, in some cases, drama, or combinations of the three:

- Federal universities

  Ahmadu Bello University (Zaria), Bayero University (Kano), Benin University, University of Calabar, Ibadan University, Ife University, Ilorin University, Jos University, Lagos University, Maiduguri University, University of Nigeria (Nsukka), Port Harcourt University, Sokoto University.

- State universities

  Bendel State University, Cross River State University, Imo State University, Lagos State University, Ogun State University, Ondo State University.

The first degree course leading to a BA in English Language (in the academic sense), literature, or drama, or combined honours, takes four years under the 6+3+3+4 system. The first year is usually taken up with introductory or 'foundation' courses for all students of English, whether they wish to specialize in language, literature, or drama. After the first year, different course combinations lead to increasing specialization. The number and variety of courses available; the different course combinations allowed; the extent to which the courses, or course combinations, are integrated; the separateness of units or divisions within an English department, or of departments of language, literature and drama within a faculty - these are the result of various

factors, such as the staff strength of the university (number of staff; range of specialisms), and the philosophies of influential academics. Some universities aim for integrated courses of study; in others, the move is towards specialization.

The status and popularity of language courses

Courses leading to a degree in English literature have always been more popular among students than language courses, and universities have sometimes had to force students to specialize in language, arguing that literature courses are over-subscribed. However, there is a feeling that a degree in English language is more suitable as a preparation for language teaching (in the 'use of English' sense) in senior secondary schools, polytechnics, and university departments of general studies, than a degree in English literature. And there is a worry that the universities are not producing sufficient language graduates to take up language teaching posts or, in the case of the best graduates, to continue their studies and eventually occupy academic posts in universities.

Students of English language, literature and drama, are not necessarily more proficient in English than students of other subjects, and, like them, usually have to follow a 'use of English' course. Staff who specialize in teaching literature courses have become increasingly aware that their own academic background has not prepared them to deal with the general decline in English proficiency at the university level. (It is by no means certain that staff specializing in language - in the academic sense - find it any easier to come to terms with the present situation than their literature colleagues). Confusion about what is meant by 'language teaching' sometimes leads to uncertainty among teaching staff about their proper role.

Books for all courses are in very short supply, and even the main prescribed texts are often unavailable. As at school level, students are expected to buy their own books. Most, if not all, universities, have their own bookshops. Some use is made of cyclostyled notes, but the cost of duplicating paper can be prohibitive.

The colleges of education

There are five colleges of education which offer degree courses in education, including courses leading to the B.Ed.(English) or BA Ed.in English. These degrees are awarded by sponsoring universities.

Colleges	Sponsoring universities
Advanced Teachers' College (Kano)	Ahmadu Bello University (Zaria)
Adeyemi College of Education	University of Ife
Alvan Ikoku College of Education (Owerri)	University of Nigeria (Nsukka)
College of Education (Port Harcourt)	University of Ibadan
Advanced Teachers' College (Zaria)	Ahmadu Bello University (Zaria)

The degree course is usually taken as a two-year 'top up' to the Nigerian Certificate of Education.

There are over fifty colleges of education which offer NCE courses (see **Teacher training**). Ten of them are federal colleges of education, with a student body of about 6,500. The other forty-plus are state owned, with a student enrolment of over 50,000.

Students in colleges of education have to follow 'use of English' proficiency courses as do university students. Likewise, a certain level of attainment is needed in order to proceed with the teacher-training course proper.

The polytechnics

There are twenty-nine polytechnics, ten federal and nineteen state, with a student enrolment of 70,000 plus. Most polytechnics have a liberal arts or general studies department, which provides 'use of English', 'English' or 'communication skills in English' courses for students from the various faculties and departments. In some polytechnics, English-teaching staff are attached to separate faculties and departments, rather than being attached to and co-ordinated from a liberal arts/general studies department.

English courses provided in polytechnics suffer from the same difficulties as 'use of English' courses in universities. Many of the English teaching staff have not been trained as teachers. They are mostly literature graduates, with no understanding of technical or other subjects followed by polytechnic students. Teaching/learning materials are hard to find. Classes are large (over 100 students in a class is not uncommon). Teachers of English tend to be looked down upon by academic staff. However, there is a growing awareness that polytechnic students are held back in their studies by their poor English, and certain minimum standards of English proficiency are increasingly required before a student can proceed with his National Diploma (ND) studies. An encouraging recent development in improving English proficiency (1986) has been the formation of a National Association of Teachers of English for Specific Purposes (NATESP). (See below **Professional associations**.) In addition, two courses on English for Specific Purposes (ESP) and Communications Skills for Polytechnic Teachers of English have been held at Kaduna Polytechnic (1985) and Ibadan Polytechnic (1986), co-sponsored in each case by the British Council.

Inspection

Primary education

Within the FME, Lagos, there is a directorate of inspectorate services, which has two units: inspectorate primary and inspectorate secondary. The federal inspectorate has offices in each of the nineteen states of the Federation, and is little involved in direct school inspection at the primary level due to lack of adequate staff.

Inspection at the primary level falls to the state ministries of education, and is performed by inspectors attached to zonal directorates of education and to state ministry headquarters or ERCs. Kaduna State, for example, has eight education zones, each with its own directorate and inspectors. The inspection activities of the eight zonal directorates are co-ordinated and monitored by the state inspectorate, which is based in the state ERC. There are thus two 'levels' of inspectors in Kaduna state operating at state and zonal levels (and a third level, if we count the federal inspectorate with its own separate office in Kaduna, though this body is not involved at the primary level). There are different arrangements in other states, though the tendency now is towards uniformity. At the primary level, inspectors inspect across subjects, though they usually concentrate on administrative and disciplinary matters. A shortage of trained and experienced personnel, and quite inadequate resources as backup (for transport and subsistence), are severe constraints.

Secondary education

At the secondary junior and senior level there is an attempt at subject inspection, though the number of inspectors is quite inadequate to cover the great number of schools. In 1984 there were six federal inspectors specializing in English, for the whole country. Each was based in a different state. There was a total of seventy-two federal inspectors, including five at headquarters in Lagos, to cover all school subjects and school administration.

Each of the nineteen state ministries of education has its own state inspectorate, sometimes working from a state ERC. In Kaduna State, for example, there are four state inspectors specializing in English, attached to the ERC Zaria. In addition to visiting schools, inspectors of English prepare guidelines for teachers, based on the national English curricula for language and literature. These guidelines include lists of books recommended for the different school years. Subject inspectors are sometimes also expected to teach on in-service and vacation courses for school teachers.

The inspection of schools is carried out by teams of inspectors, drawn from the federal inspectorate and the state inspectorate, so that all areas can be covered. Quite detailed inspection reports are compiled. But because the number of schools is so large, and the number of inspectors small it is often years before a school inspection is repeated.

Technical education

Secondary-school-level technical colleges, which numbered over 130 in 1986, come under the NBTE as regards curricula and schemes of work. Subject syllabuses, including one for English, have been issued in book form. Inspection falls to the state ministry of education inspectorates, and the federal inspectorate.

The twenty-nine polytechnics are 'inspected' by the NBTE. Accreditation teams, consisting of subject specialists from polytechnics and staff from NBTE headquarters, descend on polytechnics for a week or more, and examine resources, facilities and teaching. Liberal arts courses which include courses on English/communication skills, tend to be neglected on these accreditation visits, though the NBTE now have an English language specialist on their headquarters staff.

Teacher training

Primary to senior secondary level

Pre-service training for primary school teachers - most of whom are required to teach English as a subject, as well as to teach other subjects through the medium of English - is provided by grade II teachers' colleges. There are over 300 of these, with about 300,000 students. The grade II Teaching Certificate is awarded after passing the grade II examination. This is taken after: six years' primary schooling followed by five years at grade II teachers' college; or six years primary followed by three years junior secondary, followed by three years at grade II college; or six years primary followed by five years secondary (but failing the WASC exam), followed by two years at grade II college; or six years primary followed by five years secondary (and passing the WASC exam) followed by one year at grade II college. The different entry conditions for, and number of years spent at, grade II teachers' colleges reflect the interim state of the education system. Under the 6+3+3+4 system, it is planned that the grade II Teachers' Certificate should be awarded after three years of study. The teachers' college will then be an alternative to the senior secondary school or the technical college. At present, in northern

Nigeria, most of those who have sat the grade II exam have spent five years at grade II teachers' college, after six years' primary schooling. In the south, the six years' primary +3 years' secondary + 3 years grade II college pattern has been more common.

The grade II college syllabuses for English, maths and education are laid down by the National Teachers' Institute (NTI), which is also responsible for examinations throughout Nigeria in these three subjects (see section 5). There are, in this sense, national syllabuses and national exams for grade II level English, maths and education. In the south, there are regional (several states) or state syllabuses for the other grade II college subjects and the state ministries of education are responsible for examining them and maintaining teaching standards, which they do with the professional assistance of the university institutes of education. In the ten northern states, the Ahmadu Bello University Institute of Education is responsible for all grade II college syllabuses and exams, except for English, maths and education, which are the responsibility of the NTI.

In the grade II colleges, English is not only the medium of instruction but is also taught as a 'content' subject and as a primary level teaching subject. This is reflected in the medium and composition of the grade II Teacher's Certificate exam.

Because many primary school teachers are unqualified (i.e. do not have a grade II Teacher's Certificate) it has been found necessary to provide opportunities for serving teachers to become qualified. The NTI prepares materials on maths, English and education for private study, designed for those who have failed the grade II exam and who wish to try again, and for those beginning their grade II studies. They have been written with the assistance of subject specialists from university faculties and institutes of education, and can be purchased at NTI state offices throughout Nigeria.

ERC provide, when funds allow, in-service training for primary (and secondary) teachers, sometimes in collaboration with the NTI. The ERCs, of which there is one in each state, belong to and are staffed by the state ministries of education. For in-service and vacation courses they usually draw on the staff resources of institutes and faculties of education and of National Council of Education or degree-awarding colleges of education.

In some states (e.g. Kano and Kaduna States) the school inspectorate is located in the ERC. ERCs are linked through the Network of Educational Service Centres in Nigeria (NESCN), a co-ordinating body set up by the FME and sponsored by United Nations International Children's Emergency Fund (UNICEF). UNICEF has worked closely with the ERCs on its primary level: Learning Improvement Programme (LIP) has provided professional expertise in the form of expatriate advisory staff, and has donated vehicles.

In addition to running courses, ERCs function as production centres for teaching/learning materials, and as centres for curriculum innovation (sometimes in collaboration with outside organizations such as the British Council, CUSO or UNICEF, as in the case of LIP). In the area of curriculum development for English Language, the ERC in Jos (Plateau State), for example, has worked with CUSO volunteers in producing schemes of work and teaching notes based on the FME's junior secondary English syllabus (issued to state ministries of education by the NERC, Lagos). The ERC Zaria (Kaduna State) too, has issued schemes of work which elaborate the national junior secondary and senior secondary English language and literature syllabuses. It should be mentioned that according to the NPE, the Nigerian Certificate of Education (NCE) will ultimately become the minimum basic qualification for entry into the teaching profession. (See section 6).

The minimum qualification for teaching English in a junior secondary school is the NCE, with English as one of the two teaching subjects offered by the teacher. The certificate is awarded to those who pass the exam after three years' full-time study in a college of education or advanced teachers college (the nomenclature does not indicate any difference in status or function), or after five years' study by correspondence (the Institute of Education, Ahmadu Bello University, Zaria, runs an NCE-by- correspondence course). There are fifty-five colleges of education/advanced teachers' colleges which offer NCE courses, five of which also offer degree courses. Each NCE-awarding college is affiliated to a university institute of education or faculty of education, which is responsible for the NCE syllabuses followed by, and which sets and moderates the exams of, the colleges affiliated to it.

To qualify for entry to an NCE course, the applicant must have a pass in the WASC exam or a Grade II Teacher's Certificate pass. The FME seeks to control and standardize the quality of non-degree level eduation courses through the Joint Consultative Committee (JCC). Non-degree education courses, such as the NCE, and one-year diploma courses offered by university institutes of education and faculties of education, must be cleared by the appropriate reference committee of the JCC. Represented on the JCC reference committees are the state ministries of education, the colleges of education/advanced teachers' colleges, the institutes of education and the faculties of education.

In-service and vacation courses for junior secondary teachers of English are on occasion provided by the state ministry of education's ERCs, with the professional support of university institutes and faculties of education. Lack of funds greatly limits the quantity and quality of in-service training. In December 1987, however, the FME was planning a major in-service programme at this level.

As mentioned above, the ERCs play a part (at least in some states) in familiarizing junior secondary teachers of English with the recent (1985) National Junior Secondary School English curriculum.

As noted earlier the university institutes of education play a key role in primary and junior secondary sector teacher training.

A straight BA degree in English language, and/or literature (as laid out under **Tertiary education** above, is, in practice, considered sufficient qualification for a teaching post at senior secondary level. This can be supplemented (for more senior posts) with a one- or two-year postgraduate diploma in education, which provides the teacher-training element lacking from the usual first degree course. The senior secondary teacher of English may, alternatively, have a BA (Ed.) or B.Ed., with English language or literature as the teaching subject.

The length of time required to complete the B.Ed. course varies according to the student's qualifications on entry. The applicant accepted on the basis of his WASC O-levels and his JME result then follows a four-year programme. The NCE holder, who will have already completed three years' full-time study, will follow a two-or three-year programme, which 'tops up' his NCE.

Faculties of education also offer Postgraduate Diploma in Education courses (one year full-time or two-year sandwich) which graduates of other faculties can take if they wish to become teachers, or to register for higher degree courses in education.

A plain first degree in English language or literature, or some combination of the two, (without a teacher-training element) is usually enough to obtain a teaching post at senior secondary level. Of the sixteen federal universities,

thirteen have faculties of arts or equivalent which offer degrees in English language and/or literature. And six of the eight state universities have faculties of arts or equivalent.

Shortage of funds is a severe constraint on in-service training at the senior secondary level. Some training has been arranged through the ERCs, with staff drawn from university faculties of education, faculties of arts, and state and/or federal inspectorates.

Tertiary Level

Certain universities offer MA or M.Ed. (TESL/applied linguistics/language arts) courses, which, on paper, resemble postgraduate courses at British universities, e.g. Ahmadu Bello University, Bayero University, Ife University, Jos University, Ibadan University. These can be done full-time or part-time, with, in the latter case, workshops and 'summer schools' during the university vacations. Except at Ife University, the number of schools following these courses is small.

There is no teacher training provision specifically for teaching English at the tertiary level, whether in a polytechnic, college of education/advanced teachers' college or a university. To advance up the academic ladder a Ph.D. is essential, and the relevance of the qualification to the teaching task at hand may be of little account.

English by radio and television

The National Educational Technology Centre (NETC), an arm of the FME based in Kaduna, produces radio and TV programmes on English language and literature for broadcasting over the national and state radio and television networks. The programmes relate to the school English language syllabuses and to prescribed literature texts.

The National Television Authority (NTA) broadcasts an oral English programme for secondary schools and teacher-training colleges, and programmes on literature in English (African writers, and Shakespeare), for the senior secondary level, prepared by the NETC.

The Federal Radio Corporation of Nigeria (FRCN) in Lagos and its branch in Kaduna, broadcast several primary-level programmes for the NETC as well as a secondary-level series on oral English, and a series on 'Poetry from Africa' for senior secondary schools and teacher-training colleges.

The NETC is the agent for the American series 'Sesame Street', broadcast by most state television stations. Little, if any, 'BBC English' language teaching material is used by either national or state radio or TV.

In addition to broadcasting NETC materials nationally, NTA Lagos produce their own programme on English language for secondary school leavers. Some state radio stations also produce their own programmes.

The NETC have five staff specializing in the writing and production of English language and literature programmes. In some cases scripts are written by teaching staff from universities and schools. Advice on programme content and format is sought from the state ministries of education and the ERCs. Some of the NETC specialist staff have been trained at Tavistock House and the BBC.

NETC programmes, both TV and radio, are usually backed up by printed materials, distributed by the NETC. The NETC say they will copy recorded materials on to blank cassettes at the request of schools and individuals, for a small charge.

Correspondence courses

The NTI, based in Kaduna, produces and distributes materials for private study in three subjects: English, maths, and education. These materials, available through NTI centres and colleges of education throughout Nigeria, are intended to help unqualified primary school teachers prepare for the grade II Teacher's Certificate exam in those three subjects. The approach is modular, with a series of 'programmed' work books for each subject.

The Institute of Education, Ahmadu Bello University, provides correspondence courses in a range of subjects, including English, which prepare intending or practising teachers for the Nigerian Certificate in Education exam.

The Correspondence and Open Studies Unit (COSIT) of the University of Lagos has plans to offer correspondence courses in arts subjects, including English, leading to degrees from the University of Lagos. COSIT is at present the nearest thing to an Open University in Nigeria. (There was an abortive attempt to start an Open University in 1983. Financial and logistical considerations caused the military government to close it in 1984, shortly after they took power from the civilian regime.)

Professional associations and organizations

The Nigeria English Studies Association (NESA) holds an annual conference (the venue changing each year) and publishes a journal, Journal of the Nigeria English Studies Association. (The publication of this and of conference proceedings over the past few years has been greatly delayed by financial difficulties.) Membership is drawn from secondary school teachers and teachers of English in universities and colleges of education. The annual conferences provide a platform for teachers of English (usually academics) to air their views and to exchange information. The committee is university-and polytechnic-based, and scattered, which makes communication between committee members and the organization of events difficult.

The Reading Association of Nigeria (RAN) was founded in 1982, and is affiliated to the International Reading Association based in the USA. There is an annual conference (1984 in Zaria, 1985 in Ibadan), and two volumes of papers from the 1983 and 1984 conferences have been published by the Ahmadu Bello University Press. Many of these papers are on reading in the context of TESL, and are therefore of interest to teachers of English. RAN also runs workshops on reading for schoolteachers, in collaboration with institutes of education and faculties of education. The president and secretary (from 1984-1986) are well-known Nigerian specialists in (TESL) Teaching English as a second language.

The Linguistic Association of Nigeria (LAN) holds an annual conference (at Ahmadu Bello University (Zaria)in 1985; Maiduguri University in 1986). Members are drawn mainly from linguistics departments of universities. While most conference papers are on aspects of Nigerian languages, there have been papers on the English language, and on topics relevant to TESL.

NATESP was founded in 1986 for teachers of English in the polytechnics, who have felt the need for their own professional association. It publishes a newsletter, and staff from Kaduna and Ibadan polytechnics are the key organizers.

One or two universities hold conferences and seminars on English language and literature in English fairly regularly. The University of Calabar organizes an international conference on African literature in English each year. Lagos University has also held an annual conference on literature in English. There

is an association of general studies departments, which has met to discuss, among other matters, the form and content of university 'Use of English' (service English) courses.

3 Teachers of English

There are now very few British teachers of English language or literature at any level. The policy of Nigerianization, difficulties over remitting funds to the UK, and increasingly difficult living and working conditions have caused most to leave. VSOs have been phased out following an announcement by the Federal Ministry of National Planning (FMNP) that volunteers (British and Canadian) are no longer needed to teach English and maths in schools. A few British staff continue to teach English language or literature in the universities, on direct contract, e.g. in the Federal University of Technology, Minna, in Ahmadu Bello University, Zaria, in Ilorin, and in Bayero University, Kano. The number can be counted on one hand (1987).

The occasional American is encountered teaching English at university level, recruited usually through the Fulbright scheme. There is a small group of Poles, Indians, Sri Lankans, and Pakistanis in the universities, involved in English teaching or teacher training. At the secondary level, there were, until recently, substantial numbers of teachers of English from India, Pakistan and the Philippines. Their number has been steadily decreasing, as a result of the policy of Nigerianization, and economic pressures.

Some state ministries of education claim that there are enough Nigerian Certificate of Education and degree-holders to staff the English departments of junior and senior secondary schools. At the primary level, there has been a gross shortage of qualified teachers, but some state ministries of education have announced that qualified teachers have been unable to find posts. The situation varies from state to state: in general, there may be too many qualified teachers for the number of posts available in the southern states, and too few in the northern states. The picture has been complicated by the recent closure or merging of many schools by state governments in an attempt to economize.

What is certain is that the days of the expatriate teacher are over and that assistance in English language/literature, if requested by the Nigerian authorities, should be provided through ways other than the recruitment of teaching staff.

4 Teaching materials

Nigeria has a long tradition of specially tailored teaching materials, designed and written for the large Nigerian market by British and Nigerian ELT specialists. Some materials have been written with British Council support. Despite this the shortage of foreign exchange (as described in section 2) has resulted in a dearth of textbooks at all levels in the educational system.

Course materials recommended for primary schools by the state ministries of education include:

Nigeria Primary English (Longman)

The New Oxford English Course (OUP)

Macmillan Primary English Course (Macmillan)

Evans Primary English Course (Evans)

Supplementary readers, often by Nigerian authors such as Cyprian Ekwensi, are also recommended. These are published by both the major British houses and Nigerian publishing houses.

Course materials for secondary schools recommended by state ministries of education include:

Junior secondary

Junior Secondary English Project (Longman)

New Oxford Secondary English Course (UPL)

Living in English (Collins)

New System English (Evans)

Link: an Introduction to Junior Secondary English (Longman) A recent course, intended to ease the transition from primary school to junior secondary school.

Junior and senior secondary

Secondary English Project (Longman)

Integrated English (UPL)

Nelson Secondary English (Nelson)

Effective English (Evans)

New Practical English (Longman)

Materials employed, or referred to, in 'use of English' courses at universities, colleges of education, and polytechnics, include:

The Use of English for Higher Education. ed. Benson Oluikpe. (Africana Publishers Ltd) 1981. Written by staff of the University of Nigeria, Nsukka;

The Use of English: a Text. Department of English, University of Ife. University of Ife Press. 1975. A revised version of this book was published in 1983 by Longman, under the title The Use of English, by Akolayan and Newsum

Advanced English Course for Colleges and Universities in Africa. Sheal and Omojuwa (Longman) 1985;

The Use of English for West African Students. Helen Parry (Macmillan) 1979

Advanced-Level Writing Skills for Colleges and Universities in Africa. (Sheal Longman) 1981

Developmental English. Banjo and Bisong (Spectrum Books) Ibadan. 1985

Effective Use of English - a developmental language course for colleges and universities. Banjo and Unoh (Nelson West Africa) 1976

Effective Writing. Ebele Eko (Scholars Press Ltd) 1981. Used mainly in the University of Calabar

Study Skills for Colleges and Universities in Africa. Montgomery (Longman) 1982

Calabar Material. Jean Floyd. Duplicated material used by General Studies Department, University of Calabar. Now published in a revised form by Collins, 1984, as Study Skills for Higher Education.

Reading for Academic Purposes. Sybil James. Material developed at Ibadan University

Faster Reading through Practice. S. Unoh

Office English: A Course for Secretaries. Montgomery and Odepidan. (Collins) 1984

Teacher training

Materials produced for training English teachers include:

English Teaching in the Primary School. D.J. Williams (Evans) 1973

Teaching Primary English. Afolayan, Macauley and Hilken (Longman) 1980

Teaching Secondary English. Ellis and Tomlinson (Longman) 1980

The Teaching of English Studies: Readings for Colleges and Universities. ed. Ebo Ubahakwe (Ibadan University Press) 1979

UPE Teacher Education Project. (Longman, for NERC)

Little use is made of audio cassettes. Some institutions, especially at tertiary level, have language laboratories, but few, if any, of these are in working order, or have suitable software. Films are rarely, if ever, used for language teaching/learning purposes. Some colleges of education borrow British Council films, such as 'Teaching observed', from the Council offices, for use on teacher-training programmes.

No use of video for language teaching or teacher training has been observed. Video play-back system (VHS format) are found in the richer homes, but rarely in educational institutions.

5 Educational administration in relation to English teaching

The FME is responsible for national policy, including national policy with regard to the medium of instruction and languages taught. Each of the nineteen states has its own ministry with responsibilities for implementation and administration within the state's boundaries, and its own inspectorate division, which works with the federal inspectorate.

The minister of education is appointed by the president. Under him, in order of rank, are a permanent secretary, a co-ordinating director of education, and six directors of education, who are in charge of the directorates of higher education, of technical and vocational education, of schools and educational services, of policy and management, of inspectorate services, and of planning and development (see FME organization chart below).

National bodies for the co-ordination of education are the National Council of Education (NCE), chaired by the minister of education, and consisting of the state commissioners of education; and the JCC. The JCC is a professional body which, through its reference committees, seeks to standardize the quality of non- degree-level education courses, such as the Nigerian Certificate of Education and one year diploma courses. Represented on the JCC and its reference committees are the state ministries of education, the colleges of education, and institutes and faculties of education. The JCC advises the NCE on all professional matters.

There are also a number of national bodies with special educational functions. These are:

- **National Teachers' Institute,** which is charged with the task of raising the quality of primary teaching;

- **National Educational Technology Centre,** a unit of the directorate of technical and vocational education which, among other activities, produces radio and TV programmes on English language and literature;

- **The Nigerian Educational Research Council** (NERC), which has issued national primary, junior secondary, and senior secondary curricula for English language and literature.

- **The National Language Centre,** a unit of the directorate of schools and educational services, which publishes the journal The Nigerian Language Teacher for teachers of African languages as well as English, and which has been involved in promoting the teaching of African languages in schools.

  There is a proposal to form an Educational Research and Development Council, by combining the National Language Centre, the Nigerian Educational Research Council and the Book Development Council. The new Educational Research and Development Council will answer to the Directorate of Schools and Educational Services.

- **National Board for Technical Education,** established in 1977, and responsible for raising and maintaining standards in polytechnics and secondary-level technical colleges (including standards of English teaching). The NBTE lays down syllabus guidelines for the whole range of National Diploma and Higher National Diploma subjects.

At university level, important day-to-day co-ordination is exercised by the Committee of Vice-Chancellors. General university development is co-ordinated/ controlled by the National Universities Commission (NUC). NUC is composed of senior personnel in higher education, knowledgeable lay-members of the public, and representatives of the ministries of education, finance and national planning. University education is financed largely by the federal government, which can exercise a considerable control over university affairs, including the appointment of Vice-Chancellors.

The major examinations are controlled by the following bodies:

1 **WAEC:** controls the National Common Entrance exam for entry to federal secondary schools and the WASC. WAEC has been asked to replace the WASC O-level exam with a senior secondary leaving exam which will conform to the new national curricula.

2 **NTI**: co-ordinates, sets papers in three subjects: maths, education, and English and marks the grade II Teachers' Certificate examination by which primary teachers are qualified. NTI does this in collaboration with the state ministries of education and university institutes of education. By 1990 it is intended that the NTI will be responsible for the examination of all Grade II Teacher's Certificate subjects (starting from 1987).

3 **State ministries of education**: hold overall responsibility for the primary school leaving certificate in their state (which is being changed to accommodate continuous assessment), and the Junior Secondary School Certificate.

4 **Joint Admissions Matriculation Board**: sets a national examination for students who wish to enter university.

5 **Centre for Educational Measurement (CEM)**: responsible for the junior secondary school-leaving exam in federal colleges. (State ministries of education are responsible for state exams.)

Each state ministry of education is headed by a commissioner of education, appointed by the governor of the state. Under the commissioner of education is a permanent secretary. State ministries resemble the federal ministry in their departments and range of functions. With regard to English language and literature teaching and teacher training, of interest to the British Council at the state level are the Educational Resource Centres (ERCs), one in each state, and the state inspectorates.

Federal Ministry of Education organization chart

Policy making bodies which meet several times a year:

- **NCE** — Chaired by minister of edn. commissioners and permanent secretaries from states.
- **JCC** — Chaired by director of schools, directors of education from states.
- **JCC reference committees** — Chaired by assistant directors of education (different areas). subject specialists.

Minister of Education — Appointed by president

Permanent Secretary

Co-ordinating Director of education

Directorate of higher education	Directorate of technical and vocational education	Directorate of schools and educational services	Directorate of policy and management	Directorate of inspectorate services	Directorate of planning and development
Units	**Units**	**Units**	**Units**	**Units**	**Units**
Universities	Technical education	Adults and primary	Admin. and Mangt.	Inspectorate primary	Projts & training
Scholarships	Vocational education	Secondary	Finance & Accounts	Inspectorate s'dary	Policy research and information
Teacher education	National Education Technology Centre (in Kaduna)	Arts & Cultural Ed.	Policy	Federal inspectorate offices in each State	
National Universities Commission (NUC)	National Board for Technical Education (NBTE)	Educ. Services	Internal Audit		
HQ in Lagos. Branch offices in Kaduna, Enugu etc.	HQ Kaduna. Liaison offices in states	International Educ.	Legal	Liaison with state inspectorates	
		Science Education	Personnel & Budget		
		National Lang. Cntr.			
		Book Dev. Council — WAEC	Offices in states		

- **Joint Admissions Matriculation Board (JAMB)** — Offices in states.
- **National Teachers Institute (NTI)** — HQ in Kaduna. Co-ordinating offices in each state.
- **Nigerian Educational Research Council (NERC).** — HQ in Lagos
- **CESAC** — Uni. Lagos
- **National Library of Nigeria** — Board in Lagos Zonal offices

6 Development and planning of the education system

Nigerian education owes much to separate religious traditions and lifestyles: Muslim, Christian and indigenous African practices. In northern Nigeria Muslim attitudes prevail, and historically the large number of Koranic schools have acted against full acceptance of Western education. Despite this, Muslims have grown increasingly concerned with secular ideas and have developed a need to be educated in Western technologies. In the late nineteenth-century, Christian education accompanied the spread of British trading and political interests, establishing a bookish, non-practical tradition.

Co-existent with the above traditions has been a traditional form of education, going back to the indigenous societies of middle Africa, concerned with the family and community and strongly non-institutional.

The recent history of educational development in Nigeria is one of increasing central government control and rapid expansion. In 1963, only a quarter of the secondary schools and a third of the primary schools were controlled by local or federal authorities. By 1978 almost all schools were under such control (except for Koranic schools).

In 1975 and 1976, the primary grade 1 enrolment nearly doubled from 1,608,285 to 2,984,620. Primary enrolment has continued to rise (in 1983/84 estimated at 14 million).

Secondary and tertiary education has expanded dramatically over the same period, to accommodate the vast increase at the primary level. The political dangers and economic handicaps of disparate educational provision have been and are the forces behind the drive towards universal primary education and university expansion, against the background of a view of education as the key to social, economic and political advantage.

Overall national planning is the responsibility of the FMNP. In the FME there is a Directorate of Planning and Development, which provides basic statistical digests of attendances and teacher particulars of various institutions, answers queries on educational statistics and makes special surveys at the request of the ministry. State ministries of education also have planning units, which vary greatly in organization and effectiveness.

The Federal Government laid out an NPE in 1977, which was revised in 1981. The Policy is now being implemented by the Federal and State Governments. The Federal Government makes it clear that it regards education as the instrument par excellence for effecting national development, and that it is for the Government to spell out educational policy and to develop a uniform national system. The policy is summarized below:

- **Pre-primary**: This is to remain a private responsibility but under Government regulation.

- **Primary**: Primary education is not to be considered terminal. The course lasts six years and includes literacy, numeracy, science and the study of social norms, with an emphasis on the development of manual skills. The medium of instruction is initially the mother tongue or the language of the immediate community, with English added in the fourth year. The Primary Leaving Certificate examination is being replaced by a system of continuous assessment.

- **Secondary**: Secondary education is now divided into two stages of three years each, and the sixth form has been abolished. The junior secondary stage will be free and compulsory and the basic subjects will continue to be studied with some vocational content.

The senior secondary stage has a compulsory core curriculum with additional special subjects. Senior secondary schools are selective, and lead to higher or technical education, including teacher training. Secondary school leavers, whether 'graduates' of junior or senior secondary schools, are expected to be immediately employable.

- **Technical**: This is being greatly expanded at sub-professional level with a premium placed on industrial experience both for teachers and students.

- **Teacher training**: The grade II Teacher's Certificate is the lowest teaching qualification, and all teachers practising at present must achieve this through in-service training and private study. The Nigerian Certificate in Education (NCE) will eventually be the basic qualification for all future teachers. In-service training will be systematically planned and teachers will earn credits for increments or promotion. Teaching is to be legally and publicly recognized as a profession. NCE holders are now able to complete a university degree in education in two years.

- **Higher education**: The intention is to increase centralized control of the universities. The universities' teaching is being closely related to the country's manpower needs, and courses in new universities are determined by an academic planning committee within the NUC. Student admissions are centrally controlled. A system of credits enabling students to transfer between universities is being established.

- **Special education**: There will be increased provision for training teachers. Handicapped children will be taught as far as possible in normal schools. Their education will be free.

- **Adult and non-formal**: In adult education the main concern is the ten-year campaign to eradicate illiteracy. Non-formal education concentrates on giving people a 'second chance', to re-enter the formal system.

At all levels of education there is to be an emphasis on science and technology and the study of Nigerian culture. As part of this latter proposal (as discussed above in section 1), all children are to be encouraged to learn one of the three major languages (Hausa, Ibo and Yoruba) other than their mother tongue.

Educational services in the form of libraries and resource centres, are to be increased. No major change is envisaged in the administrative and planning structure, with direction within each state remaining that state's responsibility.

Since 1977, successive federal and state governments have sought to implement the recommendations of the NPE, despite the downward turn the economy has taken, to the accompaniment of much debate in the press. The rate of progress has varied from state to state.

7 English outside the education system

There are many private commercial schools, mostly small and of poor quality. They are not recognized officially but meet a need the authorities cannot match and are therefore left alone. They prepare students for such national examinations as the JME and various professional examinations (e.g. in business studies, accountancy) some of which include an English-language component.

Some tertiary institutions, such as the Kano State Institute of Higher Education and the Institute of Management Technology, Enugu, both classed as polytechnics, and accredited by the NBTE) offer evening courses at a low level on a commercial basis.

Some state and federal organizations provide English language courses for their trainees and staff. The Kano State Agricultural and Rural Development Authority (KNARDA), for example, provides English language classes for agricultural extension workers and other staff. The Agricultural and Rural Management Training Institute (ARMTI) in Ilorin, and the Administrative Staff College of Nigeria (ASCON), in Badagry, provide training in report writing for federal and state officials.

The Alliance Française in Kaduna runs (when it can find the staff) English language classes for the public. However, these classes are patronized by non-English-speaking expatriates, not by Nigerians.

8 British support for the teaching of English

British Council support

The British Council offers support in the following areas:

- Spreading awareness of British achievement and activity in ELT and literature, focusing on information, publicity and access;
- Developing English for academic purposes (EAP)/communication skills programmes in the universities and in the polytechnics;
- Developing English for occupational purposes (EOP)/communication skills programmes for government and aid projects outside the formal education system;
- Supporting the training (pre-service and in-service) of teachers of English for the primary, secondary and tertiary levels;
- Supporting the teaching of literature and language/literature interface studies;
- Administering the English Language Testing Service (ELTS) in Council offices (introduced in 1984).

A substantial number of Nigerians have places on British Council summer courses/specialist courses in ELT/literature. ELT resource and information centres have been established in the Kano and Kaduna offices, with book, audio cassette, video cassette, and film collections, and a loan service. ELT books have been presented to various universities, polytechnics and the NTI, through the ODA Book Presentation programme, and from Council funds. The Council has been represented at, and has also initiated and supported, conferences, seminars and workshops on English Language Teaching (ELT) in Nigeria.

The Council co-sponsored with NESA a conference on English language studies in Nigeria at Bayero University, Kano (1984); provided specialists from Britain to run a course on writing skills at Calabar University (1986); and provided a specialist to help the Federal University of Technology, Minna, improve its Use of English course (1986). The Council hopes, with ODA support, to help NUC develop a strategy for maintaining standards of English in the universities, in support of degree studies (currently known as the COMSKIP, Commonwealth Skills Project for Nigerian Federal Universities, and COMSPIKTEC,

Communication Skills Project in Technology for Nigerian Federal Universities) projects).

The Council has co-sponsored two short courses on ESP for polytechnic staff, the first with Kaduna Polytechnic (1985), the second with Ibadan (1986). The Council has also encouraged the formation of the NATESP (see section 2).

The Council arranged, in 1985, for an ELT specialist to advise KNARDA on how to provide English-language training for their staff and trainees. Additionally, the Council has helped the NTI revise the oral English component of the grade II Teacher's Certificate exam (a workshop took place in 1986).

As well as improving the film and video collections held by Kano, Enugu and Kaduna offices, the Council has sponsored Nigerian participation at the British Council English studies seminar in Cambridge from 1984-87.

Other support

The number of British teachers on direct contract to state ministries of education is very small (one British inspector of English in Kano State, for example). There are few British staff remaining in universities, colleges of education, or polytechnics (see section 3).

Most of the books used in the teaching of English are published in Britain, or by Nigerian subsidiaries of British houses.

9 American support for the teaching of English

American support is limited to the recruitment of a small number of university teachers under the Fulbright scheme, and to the maintenance of cultural centres with libraries in Lagos and Kaduna.

10 Other agency support

The Canadians have been far more involved in English teaching than the Americans, through their CUSO TESL programme. CUSO have concentrated on English teaching and teacher training for the junior secondary level. There was a series of workshops in Plateau and Gongola States aimed at producing localized schemes of work and teachers' guides for the national junior secondary English curricula. CUSO have worked closely with the ERC in Jos (Plateau State Ministry of Education), in collaboration with the Faculty of Education, Ahmadu Bello University.

English-teaching CUSO volunteers were attached to grade II teachers' colleges, colleges of education, and secondary schools in the northern states until recently.

The CUSO TESL programme, like the VSO programme, has been affected by the FMNP's decision that foreign volunteers are no longer needed to teach English.

11 Commercial opportunities

Commercial opportunities are constrained by Nigeria's economic difficulties. British publishers are aware that the sale of books and other software has been affected by the shortage of hard currency. The sale of hardware is similarly affected.

Many Nigerians are interested in taking British exams, especially professional exams in commerce and accountancy. The difficulty candidates face is how to pay for them if foreign currency is required. The British Council accepts payment in local currency for a number of information services, such as the British lending library photocopying service, and online bibliographical searches. British Council publications are also sold in local currency.

Many Nigerians would like to continue their education in Britain, but it is becoming increasingly difficult for them to do so. Nigerians are discouraged from travelling abroad, the justification being to conserve currency and to encourage the growth of local facilities. With respect to long-term study or training abroad, only in those cases where training is unavailable in Nigeria will permission be granted to go abroad. This can apply even in cases where the foreign country is paying for the training.

12 Creative writing

See Literature profile on Nigeria.

13 Current research

Several Nigerian universities run courses leading to the MA degree in English language or English language teaching: notably, the Universities of Ife, Ibadan, Ahmadu Bello, Bayero and Jos. The University of Ife English Language Department has the largest number of MA students, and sends staff to Britain and the USA on staff development scholarships to do Ph.Ds and post-doctoral research in language, and linguistics.

MA and Ph.D. theses by Nigerian scholars have tended to concentrate on describing Nigerian English (A list of recent theses on English language studies is held by the English Teaching Information Centre, Central Information Service, London). Popular topics are contrastive linguistics, error analysis, descriptions of Nigerian English, the intelligibility of Nigerianization, bilingualism, teacher training and methodology, EAP/ESP. The great majority of theses are 'academic' and descriptive rather than focusing on practical issues.

Postgraduate work in Nigeria is hampered by the shortage of up-to-date books and articles.

The themes at conferences give an idea of the issues that are debated among Nigerians in English studies. Nigerian English, its distinctive features and its status vis-a-vis 'other Englishes' is a topic frequently aired at conferences and seminars, and on which many papers have been written. Another popular topic is that of falling standards of English.

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15 **General statement**

The difficulties facing English teaching in Nigeria have been mainly caused by the very rapid increase in student numbers at all levels, particularly at the primary level, since 1976. Universal primary education (UPE) was introduced at a time when unlimited funds seemed available. Unfortunately, not long after the launching of UPE, the economy took a sharp downward turn, and there simply have not been the resources to support a rapid expansion of the education system, while at the same time maintaining standards. Poor English teaching at the primary level has adversely affected education at all levels. Remedial, linking, preparatory and enabling English language and study skills courses proliferate at the tertiary level.

Weaknesses in English teaching are:

- the unavailability of books at all levels;
- the overcrowding in classrooms and lack of even basic facilities (overcrowding is found at every level);
- the shortage of English teachers at all levels (though some state governments claim that there are enough teachers, numerically speaking at least, in their states);
- the poor professional quality of many of the English teachers.

The strengths of the current position in English teaching are:

- The firmer grip the FME is taking on standards of education at primary and secondary levels. National curricula have been issued for primary, junior secondary and senior secondary English language and literature. Examination procedures are being revised to bring them into conformity with the national curricula.

- The firmer grip the federal authorities are taking on higher education: the NBTE is seeking to raise standards in technical colleges and polytechnics (this has not yet affected standards of English teaching, but hopefully will). The relevance and quality of language teaching in universities is a source of concern to a growing number of academics and senior education officials. Degree courses in English language and literature at undergraduate and postgraduate levels are under review.

- The existence of a small, but vocal, cadre of Nigerian English language and literature specialists, based mainly in universities, with an all-Nigeria reputation, and their own professional pride. The fact that specialists in English language, literature, and language education have risen to high office (e.g. university vice-chancellor) is encouraging for the English teaching profession.

- The determination of the federal and state authorities to solve Nigeria's educational problems with the minimum of foreign aid. Nigerianization in the field of English teaching, including advisory work, is proceeding apace. English teaching books have been and will continue to be written by Nigerians. A policy of self-reliance is being implemented.

Appendix I: Checklist of acronyms

ABU	Ahmadu Bello University
ARMTI	Agricultural and Rural Management Training Institute, Ilorin
ASCON	Administrative Staff College of Nigeria, Badagry
ATC	Advanced Teachers College
BESS	British Educational Supplementation Scheme
CEM	Centre for Educational Measurement
CESAC	Comparative Education Study and Adaptation Centre (University of Lagos)
COMSKIP	Communication Skills Project for Nigerian Federal Universities
COMSPICTEC	Communication Skills Project in Technology for Nigerian Federal Universities
COSIT	Correspondence and Open Studies Unit (University of Lagos)
CUSO	Canadian University Service Overseas
ERC	Educational Resource Centre
FME	Federal Ministry of Education
FMNP	Federal Ministry of National Planning
FRCN	Federal Radio Corporation of Nigeria
HND	Higher National Diploma
IATEFL	International Association of Teachers of English as a Foreign Language
IITA	International Institute of Tropical Agriculture
IMT	Institute of Management and Technology, Enugu
JAMB	Joint Admissions and Matriculation Board
JCC	Joint Consultative Committee
JME	Joint Matriculation Examination
KNARDA	Kano State Agricultural and Rural Development Authority
KSIHE	Kano State Institute of Higher Education
LAN	Linguistics Association of Nigeria
LIP	Learning Improvement Programme (of UNICEF)
NATESP	National Association of Teachers of ESP
NBTE	National Board for Technical Education
NCE	National Council of Education
NCE	Nigerian Certificate of Education
NCEFC	National Common Entrance (Exam) for Federal Colleges
ND	National Diploma
NERC	Nigerian Educational Research Council (formerly National Educational Research Council)
NESA	Nigeria English Studies Association
NESCN	Network of Educational Service Centres in Nigeria
NETC	National Educational Technology Centre
NPE	National Policy on Education
NTA	Nigerian Television Authority
NTI	National Teachers Institute
NUC	National Universities Commission
RAN	Reading Association of Nigeria
UPE	Universal Primary Education
VSO	Voluntary Service Overseas
WAEC	West African Examinations Council
WASC	West African School Certificate

Appendix 2: Universities and colleges of education in Nigeria

Federal universities

1 Ahmadu Bello University, Zaria
Ahmadu Bello University, Bauchi Campus
2 Federal University of Technology, Akure
3 Bayero University, Kano
4 University of Benin, Benin City
5 University of Calabar, Calabar
6 University of Ibadan, Ibadan
7 University of Ife, Ile Ife
8 University of Ilorin, Ilorin
9 University of Jos, Jos
University of Jos, Makurdi Campus
10 University of Lagos, Lagos
University of Lagos, Abeokuta Campus
11 University of Maiduguri, Maiduguri
University of Maiduguri, Yola Campus
12 Federal University of Technology, Minna
13 University of Nigeria, Nsukka
14 Federal University of Technology, Owerri
15 University of Port Harcourt, Port Harcourt
16 University of Sokoto, Sokoto

State universities

1 Anambra State University of Technology
2 Bendel State University, Ekpoma
Bendel State University, Abraka Campus
3 Cross River University, Uyo
4 Imo State University
5 Lagos State University
6 Ondo State University
7 Ogun State University
8 Rivers State University of Science and Technology, Port Harcourt

Colleges of education which offer degree courses.		Sponsoring universities
1	Advanced Teachers College, Kano	ABU, Zaria
2	Adeyemi College of Education, Ondo	University of Ife
3	Alvan Ikoku College of Education, Owerri	University of Nigeria, Nsukka
4	College of Education, Port Harcourt	University of Ibadan
5	Advanced Teachers College, Zaria	ABU, Zaria

Federal polytechnics and colleges of technology

1 Yaba College of Technology, Yaba, Lagos
2 Federal Polytechnic, Idah
3 Federal Polytechnic, Bida
4 Federal Polytechnic, Ado-Ekiti
5 Federal Polytechnic, Bauchi
6 Federal Polytechnic, Mubi
7 Federal Polytechnic, Ilaro
8 Federal Polytechnic, Afikpo
9 Federal Polytechnic, Nassarawa
10 Federal Polytechnic, Kaura Namoda

State polytechnics and colleges of technology

1 The Polytechnic, Ibadan
2 Kaduna Polytechnic, Kaduna
3 Auchi Polytechnic, Auchi
4 The Polytechnic, Calabar
5 Institute of Management and Technology, Enugu
6 Kwara State College of Technology, Ilorin
7 Benue Polytechnic, Ugbokolo Otukpo
8 Katsina Polytechnic, Katsina
9 Institute of Higher Education, Kano
10 Sokoto State Polytechnic, Birnin Kebbi
11 College of Technology, Owerri
12 Lagos State College of Science and Technology, Ikeja
13 Plateau State Polytechnic, Bukuru
14 Ogun State Polytechnic, Abeokuta
15 Ramat Polytechnic, Maiduguri
16 The Polytechnic, Owo
17 Ozoro Polytechnic, Ozoro
18 Ugwashi-Uku Polytechnic, Ugwashi-Uku
19 Anambra State College of Arts, Science and Technology, Oko